

DOCUMENT RESUME

ED 451 532

CS 217 499

TITLE A Map for Teaching and Assessing California's English Language Development (ELD) and English Language Arts (ELA) Standards for English Learners.

INSTITUTION WestEd, San Francisco, CA. Northern California Comprehensive Assistance Center.

SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE 2000-00-00

NOTE 178p.

AVAILABLE FROM WestEd, 730 Harrison St., San Francisco, CA 94107-1242. Tel: 877-4WestEd (Toll Free); Web site: <http://WestEd.org/>.

PUB TYPE Legal/Legislative/Regulatory Materials (090)

EDRS PRICE MF01/PC08 Plus Postage.

DESCRIPTORS *Academic Standards; Communication Skills; Elementary Secondary Education; *English Instruction; *Language Arts; Listening Skills; *Reading Achievement; Reading Comprehension; *State Standards; Vocabulary Development; *Writing Achievement

IDENTIFIERS *California; Reading Fluency; Response to Literature

ABSTRACT

The purpose of this document is to help teachers, schools, and districts see clearly the relationship between California's English Language Arts (ELA) and English Language Development (ELD) standards and to design and implement an articulated and integrated system of instruction and assessment for English learners. ELA standards are written by grade level, except grades 9-10 and 11-12; ELD standards are written by grade span (K-2, 3-5, 6-8 and 9-12). The ELA standards were developed as the ultimate objective, with the ELD standards serving as the on-ramp. The intent is for students to progress through the ELD levels to acquire the skills necessary to become proficient on rigorous, grade level ELA standards. This document places the standards side by side, standard by standard, to provide a map to help teachers plan integrated instruction and assessments. Each grade span is divided into the categories: Listening and Speaking; Reading Word Analysis; Reading Fluency and Systematic Vocabulary Development; Reading Comprehension; Writing Strategies and Applications; Writing Conventions; and Literary Response and Analysis. (EF)

A Map for Teaching and Assessing California's

English Language Development and English Language Arts

Standards for English Learners

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to
improve reproduction quality.

• Points of view or opinions stated in this
document do not necessarily represent
official OERI position or policy.

ELA

ELD

A Map for Teaching and Assessing
California's English Language Development (ELD)
and English-Language Arts (ELA) Standards
for English Learners

About WestEd

WestEd is a nonprofit research, development, and service agency that works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults. Drawing on the best knowledge from research and practice, our agency collaborates with practitioners, policymakers, and others, addressing critical education and other human service issues. WestEd, with initiatives throughout the United States and abroad, is one of the nation's designated Regional Educational Laboratories — originally created by Congress in 1966 — serving the states of Arizona, California, Nevada, and Utah. With headquarters in San Francisco, WestEd has offices across the United States.

For more information about WestEd, visit our Web site:

WestEd.org; call 415/565-3000 or, toll-free, (1-877) 4WestEd; or write: WestEd / 730 Harrison Street / San Francisco, CA 94107-1242.

© WestEd 2000. All rights reserved. Permission to reproduce, with WestEd copyright notice included, is hereby granted.

John Carr, PhD, Senior Research Associate,
Northern California Comprehensive Assistance Center
at WestEd

With special assistance from:
Christy Fischer, Teacher on Special Assignment ELD
Woodland Joint Unified School District

Special acknowledgement to Nanette Koelsch of Language and Cultural Diversity Program at WestEd for her collaboration on the initial concept and format of the ELD-ELA map.

ELD-ELA Map Review Panel Members

Cecil Anison, Bilingual Resource Teacher, San Jose USD
Ana Aquilar, ELD Coordinator, Atwater USD
Judith Bodenhausen, ELS Specialist, Berkeley High School
Eva Chapman, ELD Resource Teacher, San Jose USD
Susan Dunlap, Coordinator Title VII, West Contra Costa USD

Karen Fetter, LD Specialist, San Juan USD, RICA Chief
Reader NES

Christy Fischer, ELD Teacher on Special Assignment,
Woodland JUSD

Jeanne Herrick, Director of Bilingual Education, Alisal SD
Kathy Idoine, ELD Specialist, Pajaro Valley USD
Natalie Kuhlman, Professor, San Diego State University
Robert Linquanti, Senior Research Associate, WestEd
(co-facilitator of review session)

Claudia Lockwood, Director of Multilingual Education, San Joaquin COE

Norma Martinez, Manager of Bilingual/Multicultural Education, San Jose USD

Maria Elena Messina, ELL Coordinator, Santa Clara USD
Mary Mulholland, Administrator of Standards & Assessment, Santa Clara COE

Yee Wan, Staff Development Coordinator of Bilingual Programs, Santa Clara COE

Table of Contents

Introduction	1
Grades K-2: Listening and Speaking	1
Grades K-2: Reading Word Analysis	4
Grades K-2: Reading Fluency and Systematic Vocabulary Development	8
Grades K-2: Reading Comprehension	12
Grades K-2: Writing Strategies and Applications	15
Grades K-2: Writing Conventions	17
Grades K-2: Literary Response and Analysis	19
Grades 3-5: Listening and Speaking	1
Grades 3-5: Reading Word Analysis	4
Grades 3-5: Reading Fluency and Systematic Vocabulary Development	5
Grades 3-5: Reading Comprehension	8
Grades 3-5: Writing Strategies and Applications	11
Grades 3-5: Writing Conventions	15
Grades 3-5: Literary Response and Analysis	17
Grades 6-8: Listening and Speaking	1
Grades 6-8: Reading Word Analysis	6
Grades 6-8: Reading Fluency and Systematic Vocabulary Development	7
Grades 6-8: Reading Comprehension	10
Grades 6-8: Writing Strategies and Applications	13
Grades 6-8: Writing Conventions	18
Grades 6-8: Literary Response and Analysis	20
Grades 9-12: Listening and Speaking	1
Grades 9-12: Reading Word Analysis	6
Grades 9-12: Reading Fluency and Systematic Vocabulary Development	7
Grades 9-12: Reading Comprehension	9
Grades 9-12: Writing Strategies and Applications	12
Grades 9-12: Writing Conventions	17
Grades 9-12: Literary Response and Analysis	18

Introduction

Purpose

The purpose of this document is to help individual teachers, schools, and districts clearly see the relationship between California's English Language Arts (ELA) and English Language Development (ELD) standards and to design and implement an *articulated* and *integrated* system of instruction and assessment for English learners (ELs). State ELA standards are written by grade level (except grades 9–10, 11–12 which are grade spans), while the ELD standards are written by grade span (K–2, 3–5, 6–8, and 9–12). Educators need a document that places the ELA and ELD standards side by side, standard by standard, so they can see the *articulation* of ELD standards as the “onramp” to ELA standards and the articulation across grade levels. A clear map will help teachers plan *integrated* instruction and assessments in the classroom.

Teachers may have received a document with ELA standards and training followed by a document with ELD standards and training. Integrating and articulating the ELA and ELD standards should not be the burden of individual teachers. Teachers need a “roadmap” that takes existing ELA and ELD documents and displays standards in such a way that they can see clearly what they must teach so they can plan integrated lessons for the whole class.

A clear roadmap showing ELD standards as the onramp to ELA standards will help educators to design local assessments that measure various proficiency levels. Instead of two separate assessment systems, one for ELA standards and one for ELD standards, the idea is to explore local assessments that can be modified to address all

students. This document reformats existing state ELA and ELD documents to cluster similar standards together that can be assessed by a single assessment instrument. All of the existing state ELA and ELD standards in their original wording are contained in this ELD-ELA Map.

Teaching ELD Standards as the Onramp to ELA Standards

Make no mistake about it; ELD standards are the “onramp” to the ELA standards. ELD standards were developed with the ELA standards as the ultimate objective. Many ELD standards contain wording similar or exactly the same as ELA standards because the preexisting ELA standards are the target or end-goal of the ELD standards. The intent is for EL students to progress through the ELD levels to acquire the English language skills in reading, writing, listening and speaking necessary to learn and become proficient on rigorous, grade level ELA standards.

Assessment Serving Instruction and Improvement

California plans to implement a state ELD test beginning spring 2001, based on the LAS test with additional new items, for three purposes: identification as EL, diagnosis for teaching, and as one of several criteria for reclassification. The state test will not be administered frequently and feedback to teachers will not be immediate. A hallmark of truly improving schools is the *immediate* and *frequent* use of student results to inform program decisions *throughout* the school year. Schools in districts that want to closely monitor student progress and continually improve the instructional

program likely will want a *local* assessment system in addition to the state ELD test. This document can help districts develop a local system for assessment of ELD and ELA standards.

A Paradigm Shift: From Separation to Integration

The integration of listening, speaking, reading, and writing are seen as not just mutually supportive, but synergistic to achieving complete language proficiency for all students. Concerning curriculum and instruction in the components of language arts, the paradigm has shifted from *separation to integration*.

One might ask, “Why can’t teachers just use ELA standards from an earlier grade level for EL students, rather than the ELD standards?” The answer is that the ELA standards across grade levels are not designed to follow the progression of second language acquisition that is supported by research. The ELD standards do follow a logical, research-based progression from beginning to advanced language skills. As just one example, the ELA standards in primary grades expect students to answer comprehension questions — period. The ELD standards expect students to answer questions beginning with gestures and/or oral one- or two-word responses, and progress to phrases, simple sentences, and, finally, detailed sentences.

A second paradigm shift is from separate assessments used for just ELA or ELD standards to common assessments that measure ELD standards up through ELA standards. Some teachers already feel overburdened by the amount of time and number of assessments they must administer for ELA and other subject areas. Giving a separate set of assessments to EL students in their classrooms might be asking too much and seriously endanger time needed for

instruction. There should be enough assessment to inform instruction, not overwhelm it. Moreover, a system of separate assessments does not foster a program of integrated curriculum, instruction, and assessment. The shift is away from the isolated use of the traditional ELD instruments (e.g., LAS, BSM, or IPT) toward the use of assessments of ELA standards adapted to the ELD standards.

Diversity for Equity and Access

Teachers are expected to use diverse instructional strategies to make the academic content areas comprehensible to all students. That same notion transfers to assessment. Teachers must use diverse strategies to provide equitable assessment opportunities for diverse students to accurately show what they have learned. Modifications to assessments allow all students equal access to show their true achievement of the content standards.

It is expected that appropriate accommodations and alternatives are provided to yield accurate results. A district should define the accommodations and alternatives and provide professional development to ensure that all teachers accurately assess all students. There is not yet definitive research to provide specific guidelines about what accommodations are fair, so a district should start with available knowledge and suggestions of experts and learn from experience what works best.

Format of the Map

The California ELA standards were written for each grade level by area (e.g., reading), strand (e.g., reading comprehension), substrand (e.g., comprehension and analysis of grade-level-appropriate text), and standards.

The ELD standards were written by grade span (K–2, 3–5, 6–8, 9–10, 11–12), linked to ELA categories (strands, substrands, or other category label) for each developmental or proficiency level (Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced).

The ELD standards are grouped into three areas: reading, writing, and listening and speaking. The ELD standards are grouped into seven areas, as shown in the following table. The ELD standards include symbols for proficiency levels and are defined at the bottom of each page (B = Beginning, EI = Early Intermediate, I = Intermediate, EA = Early Advanced, and A = Advanced).

The map links actual ELA standards (not category labels) to their corresponding ELD standards for each grade span. The numbering system used in California's ELA standards document is included for easy reference to the original document. Standards listed in succession without a horizontal dividing line denote a cluster of similar standards. A heavy horizontal line separates distinctly different clusters of standards.

Where clusters of ELA and ELD standards match, the opportunity exists to identify common local assessment instruments that can be adapted to measure down to the Beginning ELD level and up through or beyond the ELA level. Admittedly, some ELD and ELA standards may appear to be weakly matched. It is left to personal judgment when the match is sufficiently strong to use one assessment for both sets of standards.

ELD Standards Alignment with ELA Standards		
ELD	ELA	
	Reading	
Word Analysis	Fluency & Systematic Vocabulary Development	Word Analysis, Fluency & Systematic Vocabulary Development
Reading Comprehension		Reading Comprehension
		Expository Critique (grade 5 and up)
Literary Response & Analysis	Writing	Literary Response & Analysis
Strategies & Applications	Conventions	Strategies
		Applications
		Written [& Oral] English Language Conventions
	Listening & Speaking	
Strategies & Applications		[Written &] Oral English Language Conventions

ELD-ELA Standards Map

Grades K-2

ELD-ELA Standards Map

Grades K-2: Listening & Speaking

ELD Standards		ELA Standards	
Level	K-2	K	1 2
B	Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	1.2 Share information and ideas, speaking audibly in complete, coherent sentences.	1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).
EI	Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns <i>he/she</i>).		
I	Be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).		
EA	Be understood when speaking, using consistent standard English grammatical forms and sounds, intonation, pitch, and modulation, but may have random errors.		
A	Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch, and modulation.		
EA	Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.		
A	Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.		
EI	Recite familiar rhymes, songs, and simple stories.	2.1 Recite poems, rhymes, songs, and stories.	

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD Standards		ELA Standards	
Level	K-2	K	1 2
I	Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.		1.1 Listen attentively.
EA	Listen attentively to stories/information and orally identify key details and concepts.		1.4 Stay on topic when speaking.
A	Listen attentively to stories/information on new topics and identify orally and in writing key details and concepts.		1.5 Use descriptive words when speaking about people, places, things, and events.
B	Respond to simple directions and questions using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	1.1 Understand and follow one- and two-step directions.	1.3 Give, restate, and follow simple two-step directions.
EI	Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects.		2.2 Retell stories using basic story grammar and relating the sequence of story events by answering <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , and <i>how</i> questions.
I	Retell stories and talk about school-related activities using expanded vocabulary, descriptive words, and paraphrasing.		2.3 Relate an important life event or personal experience in a simple sequence.
EA	Retell stories in greater detail including characters, setting, and plot.		2.4 Provide descriptions with careful attention to sensory detail.
A	Narrate and paraphrase events in greater detail, using more extended vocabulary.		1.7 Recount experiences in a logical sequence.

— = Heavy line separates clusters of standards
 B = Beginning EA = Early Advanced
 EI = Early Intermediate A = Advanced
 I = Intermediate

ELD-ELA Standards Map

Grades K-2: Listening & Speaking

ELD Standards		ELA Standards	
Level	K-2	K	1 2
B	Answer simple questions with one- or two-word responses.	(See appropriate standards in Reading Comprehension.)	1.2 Ask questions for clarification and explanation of stories and ideas.
EI	Ask and answer questions using phrases or simple sentences.		1.3 Paraphrase information that has been shared orally by others.
I	Ask and answer instructional questions using simple sentences.		1.9 Report on a topic with supportive facts and details.
EA	Ask and answer instructional questions with more extensive supporting elements (e.g., "What part of the story was most important?").		2.1 Recount experiences or present stories.
A	Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., "Give me a hand.").		2.2 Report on a topic with facts and details, drawing from several sources of information.
B	Independently use common social greetings and simple repetitive phrases (e.g., "Thank you." "You're welcome.").		2.3 Relate an important life event or personal experience in a simple sequence.
EI	Orally communicate basic needs (e.g., "May I get a drink?").		2.4 Provide descriptions with careful attention to sensory detail.
I	Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.		
EA	Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating, and soliciting information.		
A	Negotiate and initiate social conversations by questioning, restating, soliciting information and paraphrasing.		

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD Standards		ELA Standards	
Level	K-2	K	1 2
I	Identify the front cover, back cover, and title page of a book.	1.1 Same as ELD standard.	1.2 Identify the title and author of a reading selection.
I	Follow the words from left to right and from top to bottom on the printed page.	1.2 Same as ELD standard.	
I	Understand that printed materials provide information.	1.3 Same as ELD standard.	
I	Recognize that sentences in print are made up of separate words.	1.4 Same as ELD standard.	
I	Distinguish letters from words.	1.5 Same as ELD standard.	
I	Identify letters, words, and sentences.		1.3 Same as ELD standard.
I	Match oral words to printed words.		1.1 Same as ELD standard.
I	Recognize and name all uppercase and lowercase letters of the alphabet.	1.6 Same as ELD standard.	
B	Recognize English phonemes that correspond to phonemes students already hear and produce.		
EI	Recognize English phonemes that do not correspond to sounds students hear and produce (e.g., "a" in "cat" and final consonants).		
EI	Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants.		
EI	Identify and produce rhyming words in response to an oral prompt.	1.10 Same as ELD standard.	
I	Create and state a series of rhyming words, including consonant blends.		1.6. Same as ELD standard.

— = Heavy line separates clusters of standards

B = Beginning

EI = Early Intermediate

I = Intermediate

EA = Early Advanced

A = Advanced

ELD-ELA Standards Map

Grades K-2: Reading Word Analysis

ELD Standards		ELA Standards		
Level	K-2	K	1	2
EI	Distinguish initial, medial, and final sounds in single-syllable words.		1.4 Same as ELD standard.	
I	Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).		1.5 Same as ELD standard.	
I	Add, delete, or change target sounds to change words (e.g., change cow to how, pan to an).		1.7 Same as ELD standard.	
I	Pronounce most English phonemes correctly while reading aloud.			
I	Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).		1.8 Same as ELD standard.	
I/E/A	Recognize sound/symbol relationship and basic word formation rules in phrases, simple sentence, or simple text.			
EA	Blend vowel-consonant sounds orally to make words or syllables.	1.9 Same as ELD standard.		
EA/A	Match all consonant and short-vowel sounds to appropriate letters.	1.14 Same as ELD standard.		
EA/A	Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).	1.16 Same as ELD standard.		
EA/A	Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (e.g., phonograms), and blend those sounds into recognizable words.		1.10 Same as ELD standard.	

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

D-ELA Standards Map

Grades K-2: Reading Word Analysis

ELD Standards		ELA Standards	
Level	K-2	K	1 2
I	Segment single-syllable words into their components (e.g., /c/a/t/ = cat; /s/p//l/a/t/ = splat; /r/i/ch/ = rich).		1.9 Same as ELD standard.
EA	Distinguish orally stated one-syllable words and separate into beginning or ending sounds.	1.11 Same as ELD standard.	
EA	Count the number of sounds in syllables and syllables in words.	1.13 Same as ELD standard.	
EI	Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f/, /s/, /th/, /j/, /d/, /i/).	1.7 Same as ELD standard.	
EA	Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant-vowel, or consonant-vowel-consonant).	1.8 Same as ELD standard.	
EA	Track auditorily each word in a sentence and each syllable in words.	1.12 Same as ELD standard.	
I/A	Recognize common abbreviations (e.g., <i>Jan.</i> , <i>Sun.</i> , <i>Mr.</i> , <i>St.</i>).		1.4 Same as ELD standard.
EA/A	Read simple one-syllable and high-frequency words (i.e., sight words).	1.15 Same as ELD standard.	1.1 Same as ELD standard.
EA/A	Read common, irregular sight words (e.g., <i>the</i> , <i>have</i> , <i>said</i> , <i>come</i> , <i>give</i> , <i>of</i>).		1.2 Same as ELD standard.
EA/A	Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.		1.3 Same as ELD standard.
EA/A	Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i> , vowel-consonant/consonant-vowel = <i>sup/per</i>).		
EA/A	Decode two-syllable nonsense words and regular multisyllable words.		
EA/A	Read compound words and contractions.		
EA/A	Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.		

— = Heavy line separates clusters of standards
 B = Beginning EA = Early Advanced
 EI = Early Intermediate A = Advanced
 I = Intermediate

ELD-ELA Standards Map

Grades K-2: Reading Word Analysis

ELD Standards		ELA Standards	
Level	K-2	K	1 2
EA	Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).		
A	Apply knowledge of common morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).		
EA/A	Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., <i>look, looked, looking</i>).		1.14 Same as ELD standard.
EA/A	Read common word families (e.g., -ite, -ate).		1.15 Same as ELD standard.
EA/A	Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>).		
EA/A	Read aloud with fluency in a manner that sounds like natural speech.		1.16 Same as ELD standard.
EA	Read aloud fluently and accurately and with appropriate intonation and expression.		1.5 Same as ELD standard. 1.6 Same as ELD standard.

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

D-ELA Standards Map

Grades K-2: Reading Fluency & Systematic Vocabulary Development

ELD Standards		ELA Standards		
Level	K-2	K	1	2
B	Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).	1.18 Describe common objects and events in both general and specific language.	(See Listening & Speaking, Speaking Applications.)	(See Listening & Speaking, Speaking Applications.)
B	Demonstrate comprehension of simple vocabulary with an appropriate action.			
B	Retell simple stories using drawings, words, or phrases.			
B	Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).			
EI	Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.			
I	Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).			
I	Apply knowledge of content-related vocabulary to discussions and reading.			
EI	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.			
I	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.			

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD-ELA Standards Map

Grades K-2: Reading Fluency & Systematic Vocabulary Development

ELD Standards		ELA Standards		
Level	K-2	K	1	2
A	Read simple one-syllable and high-frequency words (i.e., sight words).	1.15 Same as ELD standard.	1.11 Same as ELD standard.	
A	Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).			
A	Read compound words and contractions.		1.13 Same as ELD standard.	
A	Match all consonant and short-vowel sounds to appropriate letters.	1.14 Same as ELD standard.		
A	Understand that as letters change, so do the sounds (i.e., the alphabetic principle).	1.16 Same as ELD standard.	1.10 Same as ELD standard.	
A	Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.		1.12 Same as ELD standard.	
A	Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.		1.14 Same as ELD standard.	
A	Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., <i>look, looked, looking</i>).		1.15 Same as ELD standard.	
A	Read common word families (e.g., -ite, -ate).		1.16 Same as ELD standard.	
A	Read aloud with fluency in a manner that sounds like natural speech.			
		1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).	1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).	

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

D-ELA Standards Map

Grades K-2: Reading Fluency & Systematic Vocabulary Development

ELD Standards		ELA Standards	
Level	K-2	K	1 2
A	Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.		1.1 Same as ELD standard.
A	Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per, vowel-consonant/consonant = sup/per).		1.2 Same as ELD standard.
A	Decode two-syllable nonsense words and regular multisyllable words.		1.3 Same as ELD standard.
A	Recognize common abbreviations (e.g., <i>Jan.</i> , <i>Sun.</i> , <i>Mr.</i> , <i>St.</i>).		1.4 Same as ELD standard.
A	Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly-flies</i> , <i>wife/wives</i>).		1.5 Same as ELD standard.
A	Read narrative and texts aloud with appropriate pacing, intonation, and expression.		1.6 Read aloud fluently and accurately and with appropriate intonation and expression.
EA	Recognize simple antonyms and synonyms in stories and games (e.g., good, bad; blend, mix).		1.7 Understand and explain common antonyms and synonyms.
A	Explain common antonyms and synonyms.		1.10 Identify simple multiple-meaning words.
A	Recognize words that have multiple meanings in texts.		

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD-ELA Standards Map

Grades K-2: Reading Fluency & Systematic Vocabulary Development

ELD Standards		ELA Standards	
Level	K-2	K	1 2
B	Read aloud simple words in stories or games (e.g., nouns and adjectives).		1.8 Use knowledge of individual words in unknown compound words to predict their meaning.
EI	Read simple vocabulary, phrases, and sentences independently.		
EI	Read aloud an increasing number of English words.		
I	Use decoding skills to read more complex words independently.		
EA	Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.		
A	Apply knowledge of academic and social vocabulary to achieve independent reading.		
I	Recognize simple prefixes and suffixes when attached to known vocabulary (e.g., <i>remove</i> , <i>jumping</i>).		1.9 Know the meaning of simple prefixes and suffixes (e.g., <i>over-</i> , <i>un-</i> , <i>-ing</i> , <i>-ly</i>).
EA	Use simple prefixes and suffixes when attached to known vocabulary.		

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

D-ELA Standards Map

Grades K-2: Reading Comprehension

ELD Standards		ELA Standards	
Level	K-2	K	1 2
B	Draw pictures from student's own experience related to a story or topic (e.g., community in social studies).	2.2 Use pictures and context to make predictions about story content.	
EI	Draw and label pictures related to a story topic or own experience.		
I	Write captions of words or phrases for drawings related to a story.	2.3 Connect to life experiences the information and events in texts.	
B	Respond orally to stories read to them, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	2.5 Ask and answer questions about essential elements of a text.	2.2 State the purpose in reading (i.e., tell what information is sought).
B	Respond orally to stories read to them by answering factual comprehension questions using one- or two-word responses.		
EI	Respond orally to simple stories read to them by answering factual comprehension questions using phrases or simple sentences.		2.2 Respond to <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , and <i>how</i> questions.
I	Read and use simple sentences to orally respond to stories by answering factual comprehension questions.		2.4 Use context to resolve ambiguities about word and sentence meanings.
EA	Read and orally respond to stories and texts from content areas by restating facts and details to clarify ideas.		2.3 Use knowledge of the author's purpose(s) to comprehend informational text. 2.5 Restate facts and details in the text to clarify and organize ideas.

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD-ELA Standards Map

Grades K-2: Reading Comprehension

ELD Standards		ELA Standards		
Level	K-2	K	1	2
B	Identify the basic sequence of events in stories read to them, using key words or pictures.	2.4 Retell familiar stories.	2.7 Retell the central ideas of simple expository or narrative passages.	
EI	Orally identify the basic sequence of text read to them using key words or phrases.			
I	Write captions of words or phrases for drawings related to a story.			
EA	Write a brief story summary (three or four complete sentences).			
A	Prepare an oral or written summary or other information using a variety of comprehension strategies (e.g., generate and respond to questions, draw inferences, compare information from several sources), with literature and content area texts.			
EI	Use the content of a story to draw logical inferences.		2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).	2.4 Ask clarifying questions about essential textual elements of exposition (e.g., <i>why, what, if, how</i>).
I	Use the content of stories read aloud to draw inferences about the stories. Use simple phrases or sentences to communicate the inferences made.			
EA	Read and use detailed sentences to orally identify the main idea and use the idea to draw inferences about text.			
EA	Read and orally respond to stories and texts by answering factual comprehension questions about cause-and-effect relationships.			2.6 Recognize cause-and-effect relationships in a text.

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD Standards		ELA Standards	
Level	K-2	K	1 2
B	Understand and follow simple one-step directions for classroom or work-related activities.		2.3 Follow one-step written directions.
EI	Understand and follow simple two-step directions of classroom or work-related activities.		2.8 Follow two-step written instructions.
I	Understand and follow some multi-step directions for classroom-related activities.		
I	While reading orally in a group, point out basic text features such as title, table of contents, and chapter headings.		2.1 Use titles, tables of content, and chapter headings to locate information in expository text.
EA	Read and use basic text features such as title, table of contents, and chapter headings.		
A	Locate and use text features such as title, table of contents, chapter headings, diagrams, and index.		

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD-ELA Standards Map

Grades K-2: Writing Strategies & Applications

ELD Standards		ELA Standards		
Level	K-2	K	1	2
B	Copy the English alphabet legibly.	1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.	1.3 Print legibly and space letters, words, and sentences appropriately.	1.2 Create readable documents with legible handwriting.
I EA	Write a friendly letter of a few lines. Write a formal letter.			2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.
I EA A A	Write simple sentences appropriate for language arts and other content areas. Use complex vocabulary and sentences appropriate for language arts and other content areas. Write short narratives that include examples of writing appropriate for language arts and other content areas. Produce independent writing using correct grammatical forms.	1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).		2.1 Write brief narratives based on their experience: move through a logical sequence of events; describe the setting, characters, objects, and events in detail.
B EI I EA A	Write a few words or phrases about an event or character from a story read by the teacher. Write simple sentences about events or characters from familiar stories read by the teacher. Write short narrative stories that include the elements of setting and character. Write short narratives that include elements of setting, character, and events. Write short narratives that describe the setting, character, objects, and events.	1.3 Write by moving from left to right and from top to bottom.	1.1 Select a focus when writing. 1.2 Use descriptive words when writing. 2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.	1.1 Group related ideas and maintain a consistent focus.

— = Heavy line separates clusters of standards
B = Beginning
EI = Early Intermediate
I = Intermediate
EA = Early Advanced
A = Advanced

D-ELA Standards Map

Grades K-2: Writing Strategies & Applications

ELD Standards		ELA Standards		
Level	K-2	K	1	2
B	Copy words posted and commonly used in the classrooms.	1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.	2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.	1.4 Revise original drafts to improve sequence and provide more descriptive detail.
B	Write a phrase or simple sentence about an experience generated from a group story.			
EI	Write simple sentences using key words posted and commonly used in the classroom (e.g., labels, numbers, names, days of the week, and months: "Today is Tuesday.").			
I	Following a model, use the writing process to independently write short paragraphs of at least three lines.			
I	Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.			
EA	Use the writing process to write short paragraphs that maintain a consistent focus.			1.3 Understand the purposes of various reference materials.
A	Use the writing process to write clear and coherent sentences that maintain a consistent focus.			

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD-ELA Standards Map

Grades K-2: Writing Conventions

ELD Standards		ELA Standards		
Level	K-2	K	1	2
B EI	Use capital letters when writing own name. Use capital letters to begin sentences and proper nouns.	1.1 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.	1.7 Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i> .	1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.
EI	Use a period or question mark at the end of a sentence.		1.5 Use a period, exclamation point, or question mark at the end of sentences.	1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.
I	Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.		1.4 Distinguish between declarative, exclamatory, and interrogative sentences.	
EA	Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.		1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.	1.5 Use quotation marks correctly.
A	Produce writing that demonstrates a command of the conventions of standard English.			1.7 Spell frequently used, irregular words correctly.
EI	Edit writing for basic conventions (e.g., capital letters and periods) and make some corrections.		1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.	1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
EA	Edit writing for some conventions (e.g., capital letters and periods).			
A	Edit writing for punctuation, capitalization, and spelling.			

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD Standards		ELA Standards	
Level	K-2	K	1 2
I	Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).		1.1 Write and speak in complete, coherent sentences.
EA	Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb agreement).		1.2 Identify and correctly use singular and plural nouns.
A	Use complete sentences and correct word order.		1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.
A	Use correct parts of speech, including correct subject/verb agreement.		1.3 Identify and correctly use contractions (e.g., <i>isn't</i> , <i>aren't</i> , <i>can't</i> , <i>won't</i>) and singular possessive pronouns (e.g., <i>my/mine</i> , <i>his/her</i> , <i>hers</i> , <i>your/s</i>) in writing and speaking.

— = Heavy line separates clusters of standards
 B = Beginning EA = Early Advanced
 EI = Early Intermediate A = Advanced
 I = Intermediate

ELD-ELA Standards Map

Grades K-2: Literary Response & Analysis

ELD Standards		ELA Standards	
Level	K-2	K	1 2
B	Listen to a story and respond orally by answering factual comprehension questions using one- or two-word responses.	3.3 Identify characters, settings, and important events.	3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.
B	Draw pictures related to a work of literature identifying setting and characters.		3.1 Compare and contrast plots, settings, and characters presented by different authors.
EI	Orally respond to stories by answering factual comprehension questions, using simple sentences.		3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, alternatives.
EI	Orally identify setting and characters using simple sentences and vocabulary.		3.3 Compare and contrast different versions of the same stories that reflect different cultures.
I	Use expanded vocabulary and descriptive words for oral and written responses to simple texts.	3.1 Distinguish fantasy from realistic text.	3.2 Describe the roles of authors and illustrators and their contributions to print materials.
EA	Read and orally identify literary elements of plot, setting, and characters.		3.3 Recollect, talk, and write about books read during the school year.
EA A	Read and identify beginning, middle, and end of story. Read and respond both orally and in writing to a variety of children's literature.		3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.
EI	Recite simple poems.	3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).	
I	Read simple poetry and respond to factual comprehension questions using simple sentences.		
EA	Read short poems and orally identify the basic elements (e.g., rhythm and rhyme).		
A	Describe the elements of poetry (e.g., rhythm, rhyme, alliteration).		

— = Heavy line separates clusters of standards
B = Beginning
EI = Early Intermediate
I = Intermediate
EA = Early Advanced
A = Advanced

ELD-ELA Standards Map

Grades 3-5

ELD-ELA Standards Map

Grades 3–5: Listening & Speaking

ELD Standards		ELA Standards		
Level	3–5	3	4	5
B	Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	1.9 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.	1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.	1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.
EI	Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns <i>he/she</i>).	2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.		
I	Be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).			1.4 Select a focus, organizational structure, and point of view for an oral presentation.
EA	Be understood when speaking, using consistent standard English grammatical forms and sounds, intonation, pitch, and modulation, but may have random errors.			
A	Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.	1.7 Use clear and specific vocabulary to communicate ideas and establish tone.		
EA	Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.	1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, charts).		
A	Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.			

— = Heavy line separates clusters of standards
B = Beginning
EI = Early Intermediate
I = Intermediate
EA = Early Advanced
A = Advanced

D-ELA Standards Map

Grades 3–5: Listening & Speaking

ELD Standards		ELA Standards		
Level	3–5	3	4	5
I	Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.		1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	2.3 Deliver oral responses to literature: summarize significant events and details; articulate an understanding of several ideas or images communicated by the literary work; use examples or textual evidence from the work to support conclusions.
EA	Listen attentively to more complex stories/information on new topics and identify the main points and supporting details.			
A	Listen attentively to stories and subject area topics and identify the main points and supporting details.			
EI	Restate and execute multi-step oral directions.		1.4 Give precise directions and instructions.	
B	Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects.	1.1 Retell, paraphrase, and explain what has been said by a speaker.	1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.	1.3 Make inferences or draw conclusions based on an oral report.
EI	Orally identify the main points of simple conversation and stories that are read aloud using phrases or simple sentences.	1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker.		
I	Retell stories and talk about school-related activities using expanded vocabulary, descriptive words, and paraphrasing.	1.3 Respond to questions with appropriate elaboration.	1.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, and posing and answering questions).	1.5 Clarify and support spoken ideas with evidence and examples.
EA	Retell stories in greater detail including characters, setting, plot, summary, and analysis.	1.5 Organize ideas chronologically or around major points of information.		
A	Identify the main ideas, points of view, and fact/fiction in broadcast and print media.	1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.	1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.	

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD-ELA Standards Map

Grades 3–5: Listening & Speaking

ELD Standards		ELA Standards		
Level	3–5	3	4	5
I	Ask and answer instructional questions with some supporting elements (e.g., “Is it your turn to go to the computer lab?”).	2.1 Make brief narrative presentations: provide a context for an incident that is the subject of the presentation; provide insight into why the selected incident is memorable; include well-chosen details to develop character, setting, and plot.	2.2 Make informational presentations: frame a key question; include facts and details that help listeners to focus; incorporate more than one source of information (e.g., speakers, books, newspapers, television, or radio reports).	2.1 Deliver narrative presentations: establish a situation, plot, point of view, and setting with descriptive words and phrases; show, rather than tell, the listener what happens.
EA	Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”).	2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	2.3 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.	2.2 Deliver informative presentations about an important idea, issue, or event by the following means: frame questions to direct the investigation; establish a controlling idea or topic; develop the topic with simple facts, details, examples, and explanations.
B	Independently use common social greetings and simple repetitive phrases (e.g., “May I go and play?”).			
EI	Orally communicate basic needs (e.g., “May I get a drink of water?”).			
I	Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.			
EA	Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating, and soliciting information.			
EA	Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., “It’s raining cats and dogs.”).		1.3 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures.	1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.
A	Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., “It’s pouring outside.”).			

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD Standards		ELA Standards		
Level	3–5	3	4	5
B	Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.			
B	Recognize sound/symbol relationships in own writing.			
EI	While reading orally, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., “a” in cat and final consonants).			
I	Produce most English phonemes correctly when reading aloud.			
EI	Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).	1.1 Know and use complex word families when reading (e.g., <i>-ight</i>) to decode unfamiliar words.		
I	Use common English morphemes in oral and silent reading.	1.2 Decode regular multisyllabic words.		
EA	Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.			
		1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.	1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

— = Heavy line separates clusters of standards
B = Beginning
EI = Early Intermediate
I = Intermediate
EA = Early Advanced
A = Advanced

ELD-ELA Standards Map

Grades 3–5: Reading Fluency & Systematic Vocabulary Development

ELD Standards		ELA Standards		
Level	3–5	3	4	5
B	Read aloud simple words in stories or games (e.g., nouns and adjectives).			
EI	Read simple vocabulary, phrases, and sentences independently.			
EA	Use decoding and knowledge of academic and social vocabulary to achieve independent reading.			
A	Apply knowledge of academic and social vocabulary to achieve independent reading.			
EI	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.	1.1 Know and use complex word families when reading (e.g., <i>-ight</i>) to decode unfamiliar words.		
I	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in written texts.			
EA	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.			
I	Recognize some common roots and affixes when attached to known vocabulary (e.g., <i>speak, speaker</i>).	1.8 Use knowledge of prefixes (e.g., <i>un-</i> , <i>re-</i> , <i>pre-</i> , <i>bi-</i> , <i>mis-</i> , <i>dis-</i>) and suffixes (e.g., <i>-er</i> , <i>-est</i> , <i>-ful</i>) to determine the meaning of words.	1.3 Use knowledge of root words to determine the meaning of unknown words within a passage. 1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>international</i>).	1.2 Use word origins to determine the meaning of unknown words. 1.4 Know abstract roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>controversial</i>).
EA	Use some common roots and affixes when attached to known vocabulary (e.g., <i>educate, education</i>).			
A	Apply knowledge of common roots and affixes when attached to known vocabulary.			

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD Standards		ELA Standards		
Level	3–5	3	4	5
EA	Recognize simple analogies and metaphors in literature and texts in content areas (e.g., “fly like a bird”).		1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.	1.5 Understand and explain the figurative and metaphorical use of words in context.
EA	Use common idioms in discussions and reading (e.g., “scared silly”).			
A	Use common idioms, some analogies and metaphors in discussion and reading.			
EA	Recognize words that sometimes have multiple meanings in literature and texts in content areas (e.g., <i>present/gift, present/time</i>).	1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.		1.3 Understand and explain frequently used synonyms, antonyms, and homographs.
A	Recognize words that sometimes have multiple meanings and apply this knowledge consistently.			
I	Create a simple dictionary of frequently used words.	1.7 Use a dictionary to learn the meaning and other features of unknown words.	1.5 Use a thesaurus to determine related words and concepts.	
EA	Use a standard dictionary to find the meanings of known vocabulary.			
A	Use a standard dictionary to determine meaning of unknown words.			
EI	Read own writing of narrative and expository text aloud with some pacing, intonation, and expression.	1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.	1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
I	Read grade appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression.			
EA	Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation, and expression.			
A	Read narrative and expository texts aloud with appropriate pacing, intonation, and expression.			

— = Heavy line separates clusters of standards

B = Beginning

EA = Early Advanced

EI = Early Intermediate

A = Advanced

I = Intermediate

ELD-ELA Standards Map

Grades 3–5: Reading Fluency & Systematic Vocabulary Development

ELD Standards		ELA Standards		
Level	3–5	3	4	5
B	Demonstrate comprehension of simple vocabulary with an appropriate action.	(See Listening & Speaking, Speaking Applications.)	(See Listening & Speaking, Speaking Applications.)	(See Listening & Speaking, Speaking Applications.)
B	Retell simple stories using drawings, words, or phrases.			
B	Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).			
B	Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).			
EI	Apply knowledge of content-related vocabulary to discussions and reading.			
I	Use content-related vocabulary in discussions and reading.			
EI	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.	(See Listening & Speaking, Speaking Applications.)	(See Listening & Speaking, Speaking Applications.)	(See Listening & Speaking, Speaking Applications.)
I	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.			

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

69

D-ELA Standards Map

Grades 3–5: Reading Comprehension

ELD Standards		ELA Standards		
Level	3–5	3	4	5
B	Point out text features such as title, table of contents, and chapter headings.	2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.	2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).	2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.
EI	Read and identify basic text features such as title, table of contents, and chapter headings.			
I	Read and identify text features such as title, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts.			
EA	Locate and identify the function of text features such as format, diagrams, charts, glossaries, and indexes.			
A	Use text features such as format, diagrams, charts, glossaries, indexes, etc., to locate and draw information from text.			
B	Orally identify relationship between simple text read to them and their own experience using key words and/or phrases.	2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.	2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.	
EI	Read and orally identify relationships between written text and their own experience using simple sentences.			
I	Read and use more detailed sentences to orally describe relationships between text and their own experiences.			
EA	Describe relationships between text and their experience.			
EA	Use resources in the text (such as ideas, illustrations, titles, etc.) to draw conclusions and make inferences.	2.6 Extract appropriate and significant information from the text, including problems and solutions.	2.4 Evaluate new information and hypotheses by testing them against several passages or articles.	2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.
A	Use resources in the text (such as ideas, illustrations, titles, etc.) to draw inferences, conclusions, and to make generalizations.			

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD-ELA Standards Map

Grades 3–5: Reading Comprehension

ELD Standards		ELA Standards		
Level	3–5	3	4	5
B	Respond orally to stories read to them by answering questions, using one- or two-word responses (e.g., “brown bear”).	2.3 Demonstrate comprehension by identifying answers in the text.	2.5 Compare and contrast information on the same topic after reading several passages or articles.	2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
EI	Read and listen to simple stories and demonstrate understanding by using simple sentences to respond to explicit detailed questions (e.g., “The bear is brown.”).			
I	Use detailed sentences to orally respond to comprehension questions about written text (e.g., “The brown bear lives with his family in the forest.”).			
B	Identify the main idea in a story read aloud using key words and/or phrases.	2.4 Recall major points in the text and make and modify predictions about forthcoming information.		
EI	Read and orally identify the main ideas and use them to draw inferences about written text using simple sentences.	2.5 Distinguish the main idea and supporting details in expository text.		
I	Read and use detailed sentences to orally identify main ideas and use them to make predictions and provide supporting details for predictions made.			
EA	Describe the main ideas and supporting details of a text.			
A	Describe main ideas and supporting details, including supporting evidence.			

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD Standards		ELA Standards		
Level	3–5	3	4	5
B	Identify the basic sequence of events in stories read to them, using key words or pictures.			2.2 Analyze text that is organized in sequential or chronological order.
EI	Orally identify the basic sequence of written text using simple sentences.			
EA	Identify some significant structural (organizational) patterns in text, such as sequence/chronological order, and cause/effect.		2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.	
A	Identify significant structural (organizational) patterns in text, such as compare/contrast, cause/effect, and sequence/chronological order.			
EI	Orally identify examples of fact/opinion in familiar texts read to them.			2.5 Distinguish facts, supported inferences, and opinions in text.
I	Read and orally identify examples of fact/opinion and cause/effect in literature and content area texts.		2.6 Distinguish between cause and effect and between fact and opinion in expository text.	
EA	Distinguish between explicit examples of fact, opinions, inference, and cause/effect in texts.			
A	Distinguish between fact/opinion, inference, and cause/effect in text.			
B	Understand and follow simple one-step directions for classroom or work-related activities.	2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).	2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).	
EI	Understand and follow simple two-step directions of classroom or work-related activities.			
I	Understand and follow some multi-step directions for classroom-related activities.			

— = Heavy line separates clusters of standards

B = Beginning

EA = Early Advanced

EI = Early Intermediate

A = Advanced

I = Intermediate

ELD-ELA Standards Map

Grades 3–5: Writing Strategies & Applications

ELD Standards		ELA Standards		
Level	3–5	3	4	5
B	Write the English alphabet legibly.	1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.	1.4 Write fluidly and legibly in cursive or joined italic.	
EI I EA	Given a model, write a friendly letter. Independently write a letter using detailed sentences. Independently write a persuasive letter with relevant evidence.	2.3 Write personal and formal letters, thank-you notes, and invitations		
B EI EI I	Label key parts of common objects. Use drawings, pictures, lists, charts, and tables to respond to familiar literature using simple sentences. Write an increasing number of words and simple sentences appropriate for language arts and other content areas. Use more complex vocabulary and sentences appropriate for language arts and other content areas.		1.2 Create multiple-paragraph compositions: provide an introductory paragraph; establish and support a central idea with a topic sentence at or near the beginning of the first paragraph; include supporting paragraphs with simple facts, details, and explanations; conclude with a paragraph that summarizes the points; use correct indentation.	1.2 Create multiple-paragraph expository compositions: establish a topic, important ideas, or events in sequence or chronological order; provide details and transitional expressions that link one paragraph to another in a clear line of thought; offer a concluding paragraph that summarizes important ideas and details.
EA A	Use complex vocabulary and sentences appropriate for language arts and other content areas. Write short narratives that include examples of writing appropriate for language arts and other content areas.		1.3 Use traditional structures for conveying information.	1.1 Create multiple-paragraph narrative compositions: establish and develop a situation or plot; describe the setting; present an ending.

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD Standards		ELA Standards		
Level	3–5	3	4	5
I	Begin to use a variety of genres in writing (i.e., expository, narrative, poetry).	1.1 Create a single paragraph; develop a topic sentence; include simple supporting facts and details.	1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.	2.1 Write narratives: establish plot, point of view, setting, and conflict; show, rather than tell, the events of the story.
EA	Write multi-paragraph narrative and expository compositions and examples appropriate for content areas, with consistent use of standard grammatical forms.	2.1 Write narratives: provide a context within which an action takes place; include well-chosen details to develop the plot; provide insight into why the selected incident is memorable.	2.1 Write narratives: relate ideas, observations, or recollections of an event or experience; provide a context to enable the reader to imagine the world of the event or experience; use concrete sensory details; provide insight into why the selected event or experience is memorable.	2.2 Write responses to literature: demonstrate an understanding of a literary work; support judgments through references to prior knowledge; develop interpretations that exhibit careful reading and understanding.
A	Write a persuasive composition using standard grammatical forms.	2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.	2.2 Write responses to literature: demonstrate an understanding of the literary work; support judgments through references to both the text and prior knowledge.	2.3 Write research reports about important ideas, issues, or events by using the following guidelines: frame questions that direct the investigation; establish a controlling idea or topic; develop the topic with simple facts, details, examples, and explanations.
A	Write multi-paragraph narrative and expository compositions using standard grammatical forms.		2.3 Write information reports: frame a central question about an issue or situation; include facts and details for focus; draw from more than one source of information.	2.4 Write persuasive letters or compositions: state a clear position in support of a proposal; support a position with relevant evidence; follow a simple organizational pattern; address reader concerns.
B	During a group writing activities, write brief narratives and stories using a few standard grammatical forms.			
EI	Follow a model given by the teacher to independently write short paragraphs of at least four sentences.			
EI	Write short narrative stories that include the elements of setting and character.			
I	Narrate a sequence of events with some detail.			
EA	Write a detailed summary of a story.			
EA	Independently write simple responses to literature.			
A	Write narratives that describe the setting, character, objects, and events.			

— = Heavy line separates clusters of standards
 B = Beginning
 EI = Early Intermediate
 I = Intermediate
 EA = Early Advanced
 A = Advanced

ELD-ELA Standards Map

Grades 3–5: Writing Strategies & Applications

ELD Standards		ELA Standards		
Level	3-5	3	4	5
EI/I	Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.	1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.	1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.
I	Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms. (Some rules may not be in evidence.)			
EA	Arrange compositions according to simple organizational patterns.			
A	Independently use all of the steps of the writing process.			
		1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendices).	1.5 Quote or paraphrase information sources, citing them appropriately. 1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.	1.3 Use organizational features of printed text to locate relevant information.
			1.7 Use various reference materials as an aid to writing.	1.5 Use a thesaurus to identify alternative word choices and meanings.
			1.9 Demonstrate basic keyboarding skills and familiarity with computer technology.	1.4 Create simple documents by using electronic media and employing organizational features.

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD Standards		ELA Standards		
Level	3–5	3	4	5
B	Use capital letters when writing own name and the beginning of sentences.	1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.	1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.	1.4 Use correct capitalization.
B	Use a period at the end of a sentence.			
EI	Use capital letters to begin sentences and proper nouns.			
EI	Use a period at the end of a sentence, and use some commas appropriately.	1.5 Punctuate dates, city and state, and titles of books correctly.	1.5 Use underlining, quotation marks, or italics to identify titles of documents.	1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, etc.
I	Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.			
EA	Produce independent writing with consistent use of capitalization, punctuation, and spelling.	1.6 Use commas in dates, locations, and addresses and for items in a series.	1.4 Uses parentheses, commas in direct quotations, and apostrophies in the possessive case of nouns and in contractions.	1.5 Spell roots, inflections, suffixes and prefixes, and syllable constructions correctly.
A	Produce writing that demonstrates a command of the conventions of standard English.			
EI	Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.	1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns, and common homophones.	1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.	
EA	Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).			
A	Edit writing for punctuation, capitalization, and spelling.			

— = Heavy line separates clusters of standards

B = Beginning

EA = Early Advanced

EI = Early Intermediate

A = Advanced

I = Intermediate

ELD-ELA Standards Map

Grades 3–5: Writing Conventions

ELD Standards		ELA Standards		
Level	3–5	3	4	5
I	Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb agreement).	1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.	1.1 Use simple and compound sentences in writing and speaking.	1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.
EA	Use standard word order but may have some inconsistent grammatical forms, including inflections.	1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.	1.2 Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	
A	Use complete sentences and correct word order.	1.3 Identify and use past, present, and future verb tenses properly in writing and speaking.	1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.	1.2 Identify and correctly use verbs that are often misused.
A	Use correct parts of speech, including correct subject/verb agreement.	1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences.		
		1.9 Arrange words in alphabetic order.		

— = Heavy line separates clusters of standards
 B = Beginning EA = Early Advanced
 EI = Early Intermediate A = Advanced
 I = Intermediate

D-ELA Standards Map

Grades 3–5: Literary Response & Analysis

ELD Standards		ELA Standards		
Level	3–5	3	4	5
B	Orally distinguish between fiction and non-fiction using one- or two-word responses or phrases.	3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).	3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by the author for a specific purpose.
B	Use pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.			
EI	Orally distinguish among poetry, drama, and short stories using simple sentences.			
A	Describe the major characteristics of poetry, drama, fiction, and non-fiction.			
EI	Orally identify the main events of the plot using simple sentences.	3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	3.2 Determine the main events of the plot, their causes, and the influence of each event on future actions.	3.2 Identify the main problem or conflict of the plot and explain how it is resolved.
EI	Orally describe the setting of a piece of literature using simple sentences.			
I	Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.			
EA	Read and orally identify the main problem of a plot and how it is resolved in a selection.			
B	Orally identify different characters and settings in simple literary texts using words or phrases.	3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	3.3 Use knowledge of the situation and setting and of a character's traits and motivation to determine the causes for that character's actions.	3.3 Contrast the actions, motives (e.g., loyalty, conscientiousness, selfishness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
EI	Orally describe what a character is like by what he/she does in a selection, using simple sentences.			
EA	Identify the motives of characters in a work of fiction.			
A	Compare and contrast the motives of characters in a work of fiction.			

— = Heavy line separates clusters of standards
B = Beginning
EI = Early Intermediate
I = Intermediate
EA = Early Advanced
A = Advanced

ELD-ELA Standards Map

Grades 3–5: Literary Response & Analysis

ELD Standards		ELA Standards		
Level	3–5	3	4	5
B	Listen to a story and respond orally by answering factual comprehension questions using one- or two-word responses.	3.4 Determine the underlying theme or author's message in fiction and nonfiction text.	3.4 Determine the underlying theme or author's message in fiction and nonfiction text.	3.4 Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.
EI	Orally respond to brief literary stories by answering factual comprehension questions, using simple sentences.			
I	Apply knowledge of language to derive meaning/ comprehension from literary texts.			
EA	Recognize and describe themes stated directly in a text.			
A	Recognize and describe themes stated directly or implied in literary texts.			
EA	Identify and describe figurative language (e.g., similes, metaphors, and personification).		3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.	3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).
EA	Distinguish between literary connotations and symbols from culture to culture.			
EA	Read and orally identify metaphors and similes in a selection.			
EA	Read and orally identify the speaker or narrator in a selection, using simple sentences.	3.6 Identify the speaker or narrator in a selection.		
EA	Recognize the difference between first and third person in a literary text.			
A	Identify and evaluate the author's use of various techniques to influence readers' perspectives.			
EI	Recite simple poems.			

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD-ELA Standards Map

Grades 6-8

ELD-ELA Standards Map

Grades 6–8: Listening & Speaking

ELD Standards		ELA Standards		
Level	6–8	6	7	8
B	Demonstrate comprehension of oral presentations and instructions through non-verbal responses (e.g., gestures, pointing, drawing).	1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).	1.3 Respond to persuasive messages with questions, challenges, or affirmations.	1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.
I	Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.	1.2 Identify the tone, mood, and emotion conveyed in the oral communication.	1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.	
EA	Listen attentively to more complex stories/information on new topics and identify the main points and supporting details.	1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.		
A	Listen attentively to stories and subject area topics, and identify the main points and supporting details.	1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.	1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.	1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.
B	Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.		
EI	Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns <i>he/she</i>).			
I	Be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).			1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations.

— = Heavy line separates clusters of standards
B = Beginning
EI = Early Intermediate
I = Intermediate
EA = Early Advanced
A = Advanced

ELD Standards		ELA Standards		
Level	6–8	6	7	8
EA	Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.			
A	Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.			
EI	Restate and execute multi-step oral directions.	1.3 Restate and execute multiple-step oral instructions and directions.		
EI	Restate in simple sentences the main idea of oral presentations of subject matter content.	1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.	1.7 Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact on the listener.	1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).
I	Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject matter content.	1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.	1.8 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.	1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.
EA	Retell stories in greater detail including characters, setting, plot, summary, and analysis.			
B	Ask and answer questions using simple sentences or phrases.	1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.	1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.	
EI	Ask and answer questions using phrases or simple sentences.			
EA	Respond to messages by asking questions, challenging statements, or offering examples that affirm the message.		1.5 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to an audience.	

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD-ELA Standards Map

Grades 6–8: Listening & Speaking

ELD Standards		ELA Standards		
Level	6–8	6	7	8
EA	Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., “heavy as a ton of bricks,” “soaking wet”).			
A	Demonstrate understanding of figurative language and idiomatic expressions by responding to and using such expressions appropriately.			
B	Independently use common social greetings and simple repetitive phrases (e.g., “Good morning, Mrs. ___.”).			
EI	Orally communicate basic needs (e.g., “I need to borrow a pencil.”).			
I	Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.			
EA	Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and soliciting information.			
A	Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing.			

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD Standards		ELA Standards		
Level	6–8	6	7	8
EI	Prepare and deliver short oral presentations.	<p>2.1 Deliver narrative presentations: establish a context, plot, and point of view; include sensory details and concrete language to develop the plot and character; use a range of narrative devices (e.g., dialogue, tension, or suspense).</p> <p>2.2 Deliver informative presentations: pose relevant questions sufficiently limited in scope to be completely and thoroughly answered; develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).</p>	<p>2.1 Deliver narrative presentations: establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement, and point of view); describe complex major and minor characters and a definite setting; use a range of appropriate strategies including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions).</p> <p>2.2 Deliver oral summaries of articles and books: include the main ideas of the event or article and the most significant details; use the student's own words, except for material quoted from sources; convey a comprehensive understanding of sources, not just superficial details.</p>	<p>2.1 Deliver narrative presentations (e.g., biographical, autobiographical): relate a clear, coherent incident, event, or situation by using well-chosen details; reveal the significance of, and the subject's attitude about, the incident, event, or situation; employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).</p> <p>2.2 Deliver oral responses to literature: interpret a reading and provide insight; connect the students' own responses to the writer's techniques and to specific textual references; draw supported inferences about the effects of a literary work on its audience; support judgments through references to the text, other works, other authors, or personal knowledge.</p>
I	Prepare and deliver short presentation on ideas, premises, or images from a variety of common sources.			

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD-ELA Standards Map

Grades 6–8: Listening & Speaking

ELD Standards		ELA Standards		
Level	6–8	6	7	8
EA	Prepare and deliver presentations that use a variety of sources.	2.3 Deliver oral responses to literature: develop an interpretation exhibiting careful reading, understanding, and insight; organize the selected interpretation around several clear ideas, premises, or images; develop and justify the interpretation through sustained use of examples and textual evidence.	2.3 Deliver research presentations: pose relevant and concise questions about the topic; convey clear and accurate perspectives on the subject; include evidence generated through the formal research process; cite reference sources appropriately.	2.3 Deliver research presentations: define a thesis; record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate; use a variety of primary and secondary sources and distinguish the nature and value of each.
	A Prepare and deliver presentations/reports across content areas that include purpose, point of view, introduction, coherent transition, and appropriate conclusions.	2.4 Deliver persuasive presentations: provide clear statement of the position; include relevant evidence; offer logical sequence of information; engage the listener and foster acceptance of the proposition or proposal. 2.5 Deliver presentations on problems and solutions: theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution; offer persuasive evidence to validate the definition of the problem and the proposed solutions.	2.4 Deliver persuasive presentation or perspective in support of an argument or proposal; describe the points in support of the argument and employ well articulated evidence.	2.4 Deliver persuasive presentations: include a well defined thesis; differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning; anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements; maintain a reasonable tone.

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD Standards		ELA Standards		
Level	6–8	6	7	8
B	Recognize and correctly pronounce most English phonemes when reading aloud.			
EI	Produce most English phonemes comprehensibly, while orally reading their own writing, simple sentences, or texts.			
B	Recognize common English morphemes in phrases and simple sentences.			
EI	Use common English morphemes in oral and silent reading.			
I	Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.			
EA/A	Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.			
EI	Recognize obvious cognates in phrases, simple sentences, literature, and content area texts (e.g., education, educacion, actualmente, actually).			
I	Identify cognates and false cognates in literature and texts in content areas (e.g., cognate – agonía, agony; false cognate – éxito, exit).			
EA/A	Distinguish between cognates and false cognates in literature and texts in content areas.			

— = Heavy line separates clusters of standards

B = Beginning **EA** = Early Advanced

EI = Early Intermediate **A** = Advanced

I = Intermediate

ELD-ELA Standards Map

Grades 6–8: Reading Fluency & Systematic Vocabulary Development

ELD Standards		ELA Standards		
Level	6–8	6	7	8
EI	Read own writing of narrative and expository text aloud with appropriate pacing, intonation, and expression.	1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.		
EA	Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation, and expression.			
I	Recognize simple idioms, analogies, figures of speech, and metaphors in literature and texts in content areas (e.g., to take a fall).	1.1 Identify and interpret figurative language and words with multiple meanings.	1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.	1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.
EA	Use idioms, analogies, and metaphors in literature and texts in content areas.			
A	Use common idioms, some analogies and metaphors (e.g., “shine like a star,” “let the cat out of the bag”).			
EI	Use knowledge of literature and content areas to understand unknown words.	1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.	1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.	1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.
I	Use decoding skills and knowledge of vocabulary, both academic and social, to read independently.			
EA	Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.			
A	Apply knowledge of academic and social vocabulary to achieve independent reading.			

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD Standards		ELA Standards		
Level	6–8	6	7	8
B	Read aloud simple words presented in literature and content area texts; demonstrate comprehension by using one or two words or simple sentence responses.	1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.		
EI	Read simple paragraphs and passages independently.			
I	Use knowledge of English morphemes, phonics, and syntax to decode written texts.			
EA	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.			
I	Recognize that words sometimes have multiple meanings.	1.5 Understand and explain “shades of meaning” in related words (e.g., <i>softly</i> and <i>quietly</i>).	1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.	1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.
EA	Recognize that words sometimes have multiple meanings and apply this knowledge to literature and texts in content areas.			
A	Use words appropriately that sometimes have multiple meanings and apply this knowledge consistently to literature and texts in content areas.			
IE	Use a standard dictionary to find the meaning of known vocabulary.			
I	Use a standard dictionary to find the meanings of unknown words.			
EA	Use a standard dictionary to determine meanings of unknown words (e.g., idioms and words with multiple meanings).			
A	Use a standard dictionary to determine meanings of unknown words.			

— = Heavy line separates clusters of standards

B = Beginning

EA = Early Advanced

EI = Early Intermediate

A = Advanced

I = Intermediate

ELD-ELA Standards Map

Grades 6–8: Reading Fluency & Systematic Vocabulary Development

ELD Standards		ELA Standards		
Level	6–8	6	7	8
B	Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).			
B	Respond with appropriate short phrases or sentences in a variety of social and academic settings (e.g., answer simple questions).			
B	Retell stories using phrases and sentences.			
EI/I	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.			

— = Heavy line separates clusters of standards

B = Beginning

EA = Early Advanced

EI = Early Intermediate

A = Advanced

I = Intermediate

ELD Standards		ELA Standards		
Level	6–8	6	7	8
B	Point out text features such as title, tables of contents, and chapter headings.	2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.	2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).	2.1 Compare and contrast the features and elements of consumer materials to gain meanings (e.g., documents (e.g., warranties, contracts, product information, instruction manuals).
B	Recognize categories of common informational materials (e.g., newspaper, brochures, etc.).			
B	Use pictures, lists, charts, and tables to identify the factual components of compare-and-contrast patterns in informational materials, newspapers, and magazines.	2.2 Analyze text that uses the compare-and-contrast organizational pattern.	2.2 Locate information using a variety of consumer, workplace, and public documents.	2.2 Analyze text that uses the proposition-and-support patterns.
EI	Orally identify the factual components of simple informational materials using key words or phrases.			
EI	Locate and orally explain categories of familiar informational materials using simple sentences.			
I	Identify and use detailed sentences to orally explain the differences among some categories of informational materials.		2.3 Analyze text that uses the cause-and-effect organizational pattern.	
EA	Identify and explain the differences among various categories of informational materials.			
A	Identify and analyze the differences among various categories of informational materials.			

— = Heavy line separates clusters of standards

B = Beginning

EA = Early Advanced

EI = Early Intermediate

A = Advanced

I = Intermediate

ELD-ELA Standards Map

Grades 6–8: Reading Comprehension

ELD Standards		ELA Standards		
Level	6–8	6	7	8
B	Understand and follow simple multi-step oral directions of classroom or work-related activities.	2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).	2.5 Understand and explain the use of a simple mechanical device by following technical directions.	2.5 Understand and explain the use of a complex mechanical device by following technical directions.
EI	Identify and follow some multi-step directions for simple mechanical devices and basic forms.			
I	Understand and orally explain most multi-step directions for simple mechanical devices and for simple applications.			
B	Read and orally respond to simple text by answering factual comprehension questions using key words or phrases.		2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.	2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.
EI	Read and orally respond to simple literary texts and texts in content areas by answering factual comprehension questions using simple sentences.			2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.
I	Read and use detailed sentences to orally respond to literature by answering factual comprehension questions.			

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

D-ELA Standards Map

Grades 6–8: Reading Comprehension

ELD Standards		ELA Standards		
Level	6–8	6	7	8
B	Orally identify main ideas and some details of familiar texts using key words or phrases.	2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.	2.6 Assess the adequacy, accuracy, and appropriateness of an author's evidence to support claims and assertions, noting instances of bias and stereotyping.	2.6 Use information from a variety of consumer, work-place, and public documents to explain a situation or decision and to solve a problem.
EI	Read and orally identify main ideas and details of informational materials, literary text, and text in content areas using simple sentences.			
I	Read and use detailed sentences to orally explain main ideas and details of informational, literary, and text materials in content areas.			
EA	Identify and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas.			
A	Identify and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas.			
B	Orally identify examples of fact/opinion and cause/effect in simple texts.	2.7 Make reasonable assertions about a text through accurate, supporting citations.		2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.
EI	Read and orally identify examples of fact/opinion and cause/effect in written texts using simple sentences.			
I	Understand and orally identify the basic components and rhetorical styles found in common consumer and informational materials (e.g., warranties, contracts, manuals, magazines, and textbooks).	2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.		
EA	Analyze a variety of rhetorical styles found in common consumer and informational materials (e.g., warranties, contracts, manuals, magazines, and textbooks).	2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.		
A	Analyze a variety of rhetorical styles found in common consumer and informational materials (e.g., warranties, contracts, manuals, magazines, signs, and textbooks).			

— = Heavy line separates clusters of standards

B = Beginning

EA = Early Advanced

EI = Early Intermediate

A = Advanced

I = Intermediate

ELD-ELA Standards Map

Grades 6–8: Writing Strategies & Applications

ELD Standards		ELA Standards		
Level	6–8	6	7	8
B	Create simple sentences or phrases with some assistance.	1.1 Choose the form of writing that best suits the intended purpose.	1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.	1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.
EI	Use common verbs, nouns, and high frequency modifiers in simple sentences.			
EI	Write an increasing number of words and simple sentences appropriate for language arts and other content areas.			
I	Use more complex vocabulary and sentences appropriate for language arts and other content areas.			
EA/A	Use appropriate language variations and genres in writing for language arts and other content areas.			
I	Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.	1.2 Create multiple-paragraph expository compositions.	1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.	1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well supported conclusion.
EA	Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text.			
A	Write responses to literature that develop interpretations, exhibit careful reading, and cite specific parts of the text.			
B	Write simple compositions such as descriptions and compare/contrast that have a main idea and some detail.	1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; and organization by categories, spatial, climactic order, or importance.		1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.
EI	Write expository compositions such as descriptions, compare/contrast, and problem/solution that include a main idea and some details using simple sentences.			
I	Develop a clear purpose in a short essay using the rhetorical devices of quotations and facts appropriately.			
EA	Write in different genres. Include coherent plot development, characterization, and setting.			

— = Heavy line separates clusters of standards
B = Beginning
EI = Early Intermediate
I = Intermediate
EA = Early Advanced
A = Advanced

ELD Standards		ELA Standards		
Level	6–8	6	7	8
EA/A	Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address a counter-argument.		1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.	
A	Produce writing using various elements of discourse in narrative, expository, persuasive, informational, and/or descriptive writing.			
B	Write a brief narrative using a few simple sentences that include setting and some details.	2.1 Write narratives: establish and develop a plot and setting and present a point of view that is appropriate to the stories; include sensory details and concrete language to develop plot and character; use a range of narrative devices.	2.1 Write fictional or autobiographical narratives: develop a standard plot line and point of view; develop complex major and minor characters and a definite setting; use a range of appropriate strategies.	2.1 Write biographies, autobiographies, short stories, or narratives: relate a clear, coherent incident, event, or situation by using well chosen details; reveal the significance of, or the writer's attitude about, the subject. Employ narrative and descriptive strategies.
EI	Following an outline, create a draft of a paragraph.	2.2 Write expository compositions: state the thesis or purpose; explain the situation; follow an organizational pattern appropriate to the type of composition; offer persuasive evidence to validate arguments and conclusions as needed.		
EI	Write brief responses to selected literature with factual understanding of the text using simple sentences.	2.4 Write responses to literature: develop an interpretation exhibiting careful reading, understanding, and insight; organize the interpretation around several clear ideas, premises, or images; develop and justify the interpretation through sustained use of examples and textual evidence.	2.2 Write responses to literature: develop interpretations exhibiting careful reading, understanding, and insight; organize interpretations around several clear ideas, premises, or images from the literary work; justify the interpretations through sustained use of examples and textual evidence.	2.2 Write responses to literature: exhibit careful reading and insight in their interpretations; connect the student's own responses to the writer's techniques and to specific textual references; draw supported inferences about the effects of a literary work on its audience; support judgments through references to the text, other works, other authors, or to personal knowledge.

— = Heavy line separates clusters of standards
B = Beginning
EI = Early Intermediate
I = Intermediate
EA = Early Advanced
A = Advanced

ELD-ELA Standards Map

Grades 6–8: Writing Strategies & Applications

ELD Standards		ELA Standards		
Level	6–8	6	7	8
I	Narrate a sequence of events and communicate their significance to the audience.	2.3 Write research reports: pose relevant questions with a scope narrow enough to be thoroughly covered; support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources; include a bibliography.	2.3 Write research reports: pose relevant and tightly drawn questions about the topic; convey clear and accurate perspectives on the subject; include evidence compiled through the formal research process.	2.3 Write research reports: define a thesis; record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate; use a variety of primary and secondary sources and distinguish the nature and value of each; organize and display information on charts, maps, and graphs.
I	Write brief expository compositions that include a thesis and some points of support.	2.5 Write persuasive compositions: state a clear position on a proposition or proposal; support the position with organized and relevant evidence; anticipate and address reader concerns and counterarguments.	2.4 Write persuasive compositions: state a clear position on a proposition or proposal; describe the points in support of the proposition, employing well-articulated evidence; anticipate and address reader concerns and counterarguments.	2.4 Write persuasive compositions: include a well defined thesis; present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion; provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.
EA	Develop a clear thesis and support it using appropriately the rhetorical devices of analogy, quotation, and fact.			2.6 Write technical documents: identify, for example, the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization; include all the factors and variables that need to be considered; use formatting techniques to aid comprehension.
A	Develop a clear thesis and support it with various rhetorical devices.		2.5 Write summaries of reading materials: include the main ideas and most significant details; use the student's own words, except for quotations; reflect underlying meaning, not just superficial details.	

— = Heavy line separates clusters of standards
 B = Beginning EA = Early Advanced
 EI = Early Intermediate A = Advanced
 I = Intermediate

D-ELA Standards Map

Grades 6–8: Writing Strategies & Applications

ELD Standards		ELA Standards		
Level	6–8	6	7	8
B	Use the writing process to write brief narratives and stories with a few standard grammatical forms.	1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.	1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.	
EI	From a given topic, use the writing process to write sentences and short paragraphs with supporting details about a given topic. There may be some inconsistent use of standard grammatical forms.			
I	Use complex sentences to write brief fictional biographies and short stories that include a sequence of events and provide supporting details.			
EA	Write detailed fictional biographies or autobiographies.			
A	Write documents that include coherent plot development, characterization, setting, and a variety of literary strategies.			
B	Organize and record expository information on pictures, lists, charts, and tables for literature and content areas.		1.3 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.	1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.
EI	Collect information and take notes on a given topic from a variety of sources.			
I	Use basic strategies of note taking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms. (Some rules may not be in evidence.)			
EA	Use strategies of note taking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms.			
A	Use strategies of note taking, outlining, summarizing, and the writing process to structure drafts of clear, coherent, and focused essays, using standard grammatical forms.			

— = Heavy line separates clusters of standards

B = Beginning**EA** = Early Advanced**EI** = Early Intermediate**A** = Advanced**I** = Intermediate

ELD-ELA Standards Map

Grades 6–8: Writing Strategies & Applications

ELD Standards		ELA Standards		
Level	6–8	6	7	8
I	Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.	1.4 Use organizational features of electronic text to locate information.	1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.	1.4 Plan and conduct multiple-step information searches by using computer networks and modems.
EA	Write an essay or report that balances information, has original ideas, and gives credit in a bibliography. Use appropriate tone and voice based on purpose, audience, and subject matter.		1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.	1.5 Achieve an effective balance between researched information and original ideas.
A	Use various methods of investigation and research to develop an essay or report that balances information and original ideas, and includes references and a bibliography.			
B	Complete basic business forms that require information such as name, address, and telephone number.			2.5 Write documents related to career development, including simple business letters and job applications.
EI	Complete simple informational documents related to career development.			
I	Write documents related to career development.			
EA/A	Write pieces related to career development.			
		1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design.	1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.	

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD Standards		ELA Standards		
Level	6–8	6	7	8
B EI I EA A	<p>Revise writing for proper use of final punctuation, capitals, and correct spelling.</p> <p>Revise writing with teacher assistance to clarify meaning and improve conventions and organization.</p> <p>Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.</p> <p>Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.</p> <p>Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with approximate standard grammatical forms and spelling.</p>	1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.	1.7 Revise writing to improve the organization and word choice after checking the logic of the ideas and the precision of the vocabulary.	1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.
B EI I EA A	<p>Edit own work and correct punctuation.</p> <p>Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).</p> <p>Edit and correct basic grammatical structures and conventions of writing.</p> <p>Edit writing for grammatical structures and conventions of writing.</p> <p>Edit writing for conventions of writing to approximate standard grammatical forms.</p>	<p>1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.</p> <p>1.4 Use correct capitalization.</p> <p>1.5 Spell frequently misspelled words correctly (e.g., <i>their</i>, <i>they're</i>, <i>there</i>).</p>	<p>1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).</p> <p>1.6 Use correct capitalization.</p> <p>1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly.</p> <p>1.7 Spell derivatives correctly by applying the spellings of bases and affixes.</p>	<p>1.5 Use correct punctuation and capitalization.</p> <p>1.6 Use correct spelling conventions.</p> <p>1.4 Edit written manuscripts to ensure that correct grammar is used.</p>

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD-ELA Standards Map

Grades 6–8: Writing Conventions

ELD Standards		ELA Standards		
Level	6–8	6	7	8
B	Identify basic vocabulary, mechanics, and structures in a piece of writing.	1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.	1.1 Place modifiers properly and use the active voice.	1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.
EI	Use clauses, phrases, and mechanics with consistent variations in grammatical forms.	1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.	1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents.	1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.
EA	Create coherent paragraphs through effective transitions.			
A	Create coherent paragraphs through effective transitions and parallel constructions.		1.3 Identify all parts of speech and types and structure of sentences.	1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD Standards		ELA Standards		
Level	6–8	6	7	8
B	Recite simple poems.	3.1 Identify the forms of fiction and describe the major characteristics of each form.	3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).	3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, ode, sonnet).
B	Use pictures, lists, and charts to orally identify the characteristics of three different forms of literature: fiction, non-fiction, and poetry.			
EI	Orally distinguish the characteristics of different forms of fiction and poetry using simple sentences.			
I	Apply knowledge of language to analyze and derive meaning/comprehension from literary texts.	3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.		
EA	Orally describe the major characteristics of several forms of poetry using detailed sentences.			3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.
EA	Describe the major characteristics of several forms of fiction and poetry: short story, essay, novel, ballad, lyric epic.			
A	Analyze elements of a plot, including its development and how conflicts are addressed and resolved.			
EA	Identify literary devices such as narrative voice, symbolism, dialect, and irony.	3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.		
A	Identify and describe several literary elements and techniques in literary texts (e.g., figurative language, imagery and symbolism).			

— = Heavy line separates clusters of standards

B = Beginning

EA = Early Advanced

EI = Early Intermediate

A = Advanced

I = Intermediate

ELD-ELA Standards Map

Grades 6–8: Literary Response & Analysis

ELD Standards		ELA Standards		
Level	6–8	6	7	8
B	Orally identify different characters and settings in simple literary texts using words or phrases.	3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of conflict.	3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and action; the narrator's description; and the thoughts, words, and actions of other characters.	3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.
B	Role-play a character from a familiar piece of literature using words and phrases.			
EI	Orally describe a character in a brief literary text by identifying the thoughts and actions of the character using simple sentences.			
EA	Describe the author's point of view in literary text using detailed sentences.			
A	Compare and contrast motivation and reactions of characters across a variety of literary texts.			
B	Orally respond to simple literary texts by answering factual comprehension questions using one- or two-word responses.	3.2 Analyze the influence of setting on the problem and its resolution.	3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).	3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.
EI	Orally respond to brief literary texts by answering factual comprehension questions using simple sentences.			
I	Read and use detailed sentences to orally respond to factual comprehension questions taken from three forms of brief prose (e.g., short story, novel, and essay).			
EA	Read and orally explain the literary elements of plot, setting, and characters using detailed sentences.	3.3 Identify and analyze features of themes conveyed through characters, actions, and images.		

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

D-ELA Standards Map

Grades 6–8: Literary Response & Analysis

ELD Standards		ELA Standards		
Level	6–8	6	7	8
B	Use pictures, lists, charts, and tables to identify the sequence of events from simple literary texts.	3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).	3.6 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).	3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.
EI	Read and orally identify the main events of the plot using simple sentences.			3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.
I	Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.			3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author (biographical approach).
EA	Compare and contrast a similar theme across several genres using detailed sentences.			
EA	Orally and in writing describe a similar theme or topic using detailed sentences.			
A	Analyze recurring themes across literary works (e.g., good and evil, loyalty and betrayal).			
A	Analyze setting (place, time, customs) and its influence on the meaning and conflict of a literary text.			
EI	Read and orally identify the speaker or narrator in a selection.	3.5 Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).	3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.	
EI	Identify the difference between first and third person using simple sentences.			

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD-ELA Standards Map

Grades 9-12

ELD-ELA Standards Map

Grades 9–12: Listening & Speaking

ELD Standards		ELA Standards	
Level	9–12	9–10	11–12
B	Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).	1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.
EI	Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns <i>he/she</i>).	1.5 Recognize and use elements of classical speech forms...in formulating rational arguments and applying the art of persuasion and debate.	1.5 Distinguish between and use various forms of classical and contemporary logical arguments.
I	Be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).	1.3 Choose logical patterns of organization...to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.	1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
EA	Be understood when speaking, using consistent standard English grammatical forms and sounds, intonation, pitch, and modulation, but may have random errors.	1.6 Present and advance a clear thesis statement and choose appropriate types of proof...that meet standard tests for evidence, including credibility, validity, and relevance.	1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
A	Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch, and modulation.	1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.	1.8 Use effective and interesting language, including: informal expressions for effect; standard American English for clarity; technical language for specificity.
EA	Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.	1.8 Produce concise notes for extemporaneous delivery.	1.9 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.
A	Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.	1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.	
		1.10 Analyze historically significant speeches to find the rhetorical devices and features that make them memorable.	

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD Standards		ELA Standards	
Level	9–12	9–10	11–12
B	Demonstrate comprehension of oral presentations and instructions through non-verbal responses.	1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.	1.10 Evaluate when to use different kinds of effects to create effective productions.
I	Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.	1.12 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.	1.11 Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.
EA	Listen attentively to more complex stories/ information on new topics and identify the main points and supporting details.		
A	Listen attentively to stories and subject area topics, and identify the main points and supporting details.		
EI	Restate and execute multi-step oral directions.		
B	Respond with simple words or phrases to questions about simple written texts.	1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.	1.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture.
EI	Restate in simple sentences the main idea of oral presentations of subject matter content.		
I	Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject matter content.		
EA	Summarize literary pieces in greater detail, including character, setting, plot, and analysis.		1.2 Analyze the impact of the media on the democratic process at the local, state, and national levels.
B	Orally identify types of media by name (e.g., magazine, documentary film, news report).		1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers.
I	Identify a variety of media messages and give some supporting details (e.g., radio, television, movies).		
A	Identify strategies used by the media to present information for a variety of purposes (e.g., to inform, entertain, or persuade).		

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD-ELA Standards Map

Grades 9–12: Listening & Speaking

ELD Standards		ELA Standards	
Level	9–12	9–10	11–12
B	Ask and answer questions using simple sentences or phrases.		
EI	Ask and answer questions using phrases or simple sentences.		
I	Respond to messages by asking simple questions or by brief restatement of the message.		
EA	Respond to messages by asking questions, challenging statement, or offering examples that affirm the message.	1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.	1.12 Identify logical fallacies used in oral addresses.
EA	Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., “heavy as a ton of bricks,” “sunshine girl”).	1.13 Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.	1.13 Analyze the four basic types of persuasive speech and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.
A	Demonstrate understanding of figurative language and idiomatic expressions by responding to and using such expressions appropriately.	1.14 Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them.	1.14 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness.

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD Standards		ELA Standards	
Level	9–12	9–10	11–12
<p>EI</p> <p>Orally communicate basic needs (e.g., “Do we have to ___?”).</p>	<p>Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</p>	<p>2.1 Deliver narrative presentations: narrate a sequence of events and communicate their significance to the audience; locate scenes and incidents in specific places; describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters; pace the presentation of actions to accommodate time or mood changes.</p> <p>2.3 Apply appropriate interviewing techniques: prepare and ask relevant questions; make notes of responses; use language that conveys maturity, sensitivity, and respect; respond correctly and effectively to questions; demonstrate knowledge of the subject or organization; compile and report responses; evaluate the effectiveness of the interview.</p> <p>2.2 Deliver expository presentations: marshal evidence in support of a thesis and related claims, including information on all relevant perspectives; convey information and ideas from primary and secondary sources accurately and coherently; make distinctions between the relative value and significance of specific data, facts, and ideas; include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs; anticipate and address the listener’s potential misunderstandings, biases, and expectations; use technical terms and notations accurately.</p>	<p>2.1 Deliver reflective presentations: explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies; draw comparisons between the specific incident and broader themes that illustrate the speaker’s beliefs or generalizations about life; maintain a balance between describing the incident and relating it to more general, abstract ideas.</p> <p>2.2 Deliver oral reports on historical investigations: use exposition, narration, description, persuasion, or some combination of those to support the thesis; analyze several historical records of a single event, examining critical relationships between elements of the research topic; explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation; include information on all relevant perspectives and consider the validity and reliability of sources.</p>

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD-ELA Standards Map

Grades 9–12: Listening & Speaking

ELD Standards		ELA Standards	
Level	9–12	9–10	11–12
EA	Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and soliciting information.	2.6 Deliver descriptive presentations: establish clearly the speaker's point of view on the subject of the presentation; establish clearly the speaker's relationship with that subject; use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.	2.3 Deliver oral responses to literature: demonstrate a comprehensive understanding of the significant ideas of literary works; analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies; support important ideas and viewpoints through accurate and detailed references to the text or other works; demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created; identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
A	Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing.	2.4 Deliver oral responses to literature: advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages; support important ideas and viewpoints through accurate and detailed references to the text or to other works; demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created; identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.	2.4 Deliver multimedia presentations: combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
I	Prepare and deliver short presentation on ideas, premises, or images from a variety of common sources.	2.5 Deliver persuasive arguments: structure ideas and arguments in a coherent, logical fashion; use rhetorical devices to support assertions; clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning; anticipate and address the listener's concerns and counterarguments.	2.5 Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning.
EA	Prepare and deliver presentations that use a variety of sources.		
A	Prepare and deliver presentations/reports across content areas that include purpose, point of view, introduction, coherent transition, and appropriate conclusions.		

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD Standards		ELA Standards	
Level	9–12	9–10	11–12
B EI	Recognize and correctly pronounce most English phonemes when reading aloud. Produce most English phonemes comprehensibly, while orally reading their own writing, simple sentences or texts.		
B EI I	Recognize common English morphemes in phrases and simple sentences. Use common English morphemes in oral and silent reading. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.		
EA/A	Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.		
EI I	Recognize obvious cognates in phrases, simple sentences, literature, and content area texts (e.g., education, educacion, actualmente, actually). Identify cognates and false cognates in literature and texts in content areas (e.g., cognate – agonía, agony; false cognate – éxito, exit).		
EA/A	Distinguish between cognates and false cognates in literature and texts in content areas.		

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD-ELA Standards Map

Grades 9–12: Reading Fluency & Systematic Vocabulary Development

Level	ELD Standards		ELA Standards	
	9–12		9–10	11–12
EI	Read own writing of narrative and expository text aloud with appropriate pacing, intonation, and expression.			
EI	Use connectors to appropriately sequence written text (e.g., “first, then, after that, finally”).			
I	Apply knowledge of text connectors to make inferences.			
EA	Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation, and expression.			
EI	Recognize simple idioms, analogies, figures of speech, and metaphors in literature and texts in content areas (e.g., “the last word”).		1.1 Identify and use the literal and figurative meanings of words and understand word derivations.	1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.
I	Demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors.			
EA	Use idioms, analogies, and metaphors in literature and texts in content areas.			
A	Use common idioms, some analogies and metaphors (e.g., “shine like a star,” and “let the cat out of the bag”).			
B	Recognize simple affixes (educate, education), prefixes (dislike), synonyms (big, large), and antonyms (hot, cold).		1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word <i>narcissistic</i> drawn from the myth of Narcissus and Echo).	1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.
EI	Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words.			
I	Identify variations of the same word that are found in a text and know with some accuracy how affixes change the meaning of these words.			
EA	Use knowledge of affixes, roots, and increased vocabulary to interpret the meaning of words in literature and content area texts.			
I	Use decoding skills and knowledge of vocabulary, both academic and social, to read independently.			
EA	Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.			
A	Apply knowledge of academic and social vocabulary to achieve independent reading.			

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD Standards		ELA Standards	
Level	9–12	9–10	11–12
B	Read aloud simple words presented in literature and content area texts; demonstrate comprehension by using one or two words or simple sentence responses.		
EI	Read simple paragraphs and passages independently.		
I	Use knowledge of English morphemes, phonics, and syntax to decode written texts.		
EA	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.		
EI	Recognize that words sometimes have multiple meanings and apply this knowledge to written texts.	1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.	1.1 Trace the etymology of significant terms used in political science and history.
I	Recognize that words sometimes have multiple meanings.		
EA	Recognize that words sometimes have multiple meanings and apply this knowledge to understanding written texts.		
A	Use words appropriately that sometimes have multiple meanings and apply this knowledge consistently to literature and texts in content areas.		
B	Use an English dictionary to derive meaning of simple known vocabulary.		
IE	Use a standard dictionary to find the meaning of unknown vocabulary.		
I	Use a standard dictionary to derive the meanings of unknown vocabulary.		
EA	Use a standard dictionary to determine meanings of unknown words (e.g., idioms and words with multiple meanings).		
A	Use a standard dictionary to determine meanings of unknown words.		
B	Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).		
B	Respond with appropriate short phrases or sentences in a variety of social and academic settings (e.g., answer simple questions).		
EI	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.		
I	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.		

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD-ELA Standards Map

Grades 9–12: Reading Comprehension

ELD Standards		ELA Standards	
Level	9–12	9–10	11–12
B EI I EA A	Point out text features such as title, table of contents, and chapter headings. Orally identify the features of simple excerpts of public documents using key words or phrases. Read and use simple sentences to orally identify the features of rhetorical devices of simple excerpts of public and workplace documents and content text. Analyze the features and rhetorical devices of at least two types of public documents (e.g., warranties, contracts, manuals, magazines, and textbooks). Analyze the features and rhetorical devices of different types of public documents, and how the authors use these features and devices.	2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes. 2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.	2.1 Analyze both the features and rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.
B EI I EA	Use pictures, lists, charts, and tables to identify the vocabulary, syntax, and grammar used in public and workplace documents (e.g., speeches, debates, manuals, and contracts). Use simple sentences to orally identify the structure and format of workplace documents (e.g., format, graphics, and headers). Read and orally identify the structure and format of workplace documents (e.g., graphics and headers) and give one brief example of how authors use the feature to achieve their purpose. Analyze the structure and format of workplace documents and how authors use these to achieve their purposes.		
B EI EI I	Understand and follow simple multi-step oral directions of classroom or work-related activities. After a group activity, present a brief oral report demonstrating three or four simple steps necessary to achieve a specific goal or product from a consumer or workplace document. Identify and follow some multi-step directions for simple mechanical devices and basic forms. Understand and orally explain most multi-step directions for simple mechanical devices and for simple applications.	2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).	

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD Standards		ELA Standards	
Level	9–12	9–10	11–12
B	Orally identify main ideas and some details of familiar literature and informational materials/public documents (e.g., newspaper, brochures, etc.) using key words or phrases.	2.3 Generate relevant questions about readings on issues that can be researched.	2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
EI	Read and orally respond to simple literary text and text in content areas by answering factual comprehension questions using simple sentences.		
I	Read and use detailed sentences to orally identify main ideas and use them to make predictions about informational materials, literary text, and text in content areas.	2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension	
EA	Apply knowledge of language to achieve meaning/ comprehension from informational materials, literary texts, and texts in content areas.		
B	Recognize a few specific facts in familiar expository texts such as consumer, and workplace documents and content area texts.	2.5 Extend ideas presented in primary and secondary sources through original analysis, evaluation, and elaboration.	2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
EI	Read and orally identify a few specific facts in simple expository text such as consumer and workplace documents and content area text.		
I	Present a brief report which verifies and clarifies facts presented in two to three forms of expository texts.	2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.	2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
EA	Read and analyze how clarity is affected by patterns of organization, repetition of key ideas, syntax, and word choice.		
A	Analyze how clarity is affected by patterns of organization, hierarchical structures, repetition of key ideas, syntax, and word choice in texts across content areas.		2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

— = Heavy line separates clusters of standards

B = Beginning**EA** = Early Advanced**EI** = Early Intermediate**A** = Advanced**I** = Intermediate

ELD-ELA Standards Map

Grades 9–12: Reading Comprehension

ELD Standards		ELA Standards	
Level	9–12	9–10	11–12
I	Listen to an excerpt from a brief political speech and give an oral critique of the author's evidence using simple sentences.	2.8 Evaluate the credibility of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).	2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).
EA	Prepare an oral and written report which evaluates the credibility of an author's argument or defense of a claim (include a bibliography).		
A	Prepare an oral and written report which evaluates the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence. Prepare a bibliography for the report.		

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

D-ELA Standards Map

Grades 9–12: Writing Strategies & Applications

ELD Standards		ELA Standards	
Level	9–12	9–10	11–12
B EI EI I EA A	<p>Create simple sentences or phrases with some assistance.</p> <p>Use common verbs, nouns, and high frequency modifiers in simple sentences.</p> <p>Write an increasing number of words and simple sentences appropriate for language arts and other content areas.</p> <p>Recognize structured ideas and arguments and their supporting examples in persuasive writing.</p> <p>Use appropriate language variations and genres in writing for language arts and other content areas.</p> <p>Structure ideas and arguments within a given context giving supporting and relevant examples.</p>	<p>1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.</p>	<p>1.2 Use point of view, characterization, style, and related elements for specific rhetorical and aesthetic purposes.</p>
I EA A A	<p>Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.</p> <p>Write persuasive compositions that structure ideas and arguments in a logical way with consistent use of standard grammatical forms.</p> <p>Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address counter-arguments.</p> <p>Produce writing that establishes a controlling impression or thesis.</p>	<p>1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than passive voice.</p>	<p>1.1 Demonstrate an understanding of the elements of discourse when completing narrative, expository, persuasive, or descriptive writing assignments.</p>
B EI I EA EA A	<p>Write simple compositions such as descriptions and compare/contrast that have a main idea and some detail.</p> <p>Write expository compositions such as descriptions, compare/contrast, and problem/solution that include a main idea and some details using simple sentences.</p> <p>Recognize elements of characterization in a piece of writing and apply them when writing.</p> <p>Identify various elements of discourse in writing (e.g., purpose, speaker, audience, form).</p> <p>Write reflective compositions that explore the significance of events.</p> <p>Produce writing using various elements of discourse in narrative, expository, persuasive, informational, and/or descriptive writing.</p>	<p>1.4 Develop the main ideas within the body of the composition through supporting evidence.</p>	<p>1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.</p> <p>2.3 Write reflective compositions: explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies; draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life; maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.</p> <p>1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.</p>

— = Heavy line separates clusters of standards
B = Beginning
EI = Early Intermediate
I = Intermediate
EA = Early Advanced
A = Advanced

ELD-ELA Standards Map

Grades 9–12: Writing Strategies & Applications

ELD Standards		ELA Standards	
Level	9–12	9–10	11–12
B	Write a brief narrative using a few simple sentences that include setting and some details.	2.2 Write responses to literature: demonstrate a comprehensive grasp of the significant ideas of literary works; support important ideas and viewpoints through accurate and detailed references to the text or to other works;	2.2 Write responses to literature: demonstrate a comprehensive understanding of the significant ideas in works or passages; analyze the imagery, language, universal themes, and unique aspects of the text; support important ideas and viewpoints through accurate and detailed references to the text and to other works; demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created; identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
EI	Use simple sentences to follow on outline and create a draft of a short essay.	2.3 Write expository compositions, including analytical essays and research reports: marshal evidence in support of a thesis and related claims, including information on all relevant perspectives; convey information and ideas from primary and secondary sources accurately and coherently; make distinctions between the relative value and significance of specific data, facts, and ideas; include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs; anticipate and address readers' potential misunderstandings, biases, and expectations; use technical terms and notations accurately.	2.4 Write historical investigation reports: use exposition, narration, description, argumentation, exposition, or some combination of rhetorical strategies to support the main proposition; analyze several historical records of a single event, examining critical relationships between elements of the research topic; explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation; include information from all relevant perspectives and take into consideration the validity and reliability of sources.
EI	Use simple sentences to write responses to selected literature that exhibit factual understanding of the text and connect the student's own experience to specific parts of the text.		
I	Narrate a sequence of events and communicate their significance to the audience.		
I	Write brief expository compositions and reports that include a thesis and some supporting details; provide information from primary sources; and organize and record information on charts/graphs.		
EA	Develop a clear thesis and support it using the rhetorical devices of analogy, quotation, and fact.		
A	Use a variety of rhetorical devices to support assertions (e.g., appeal to logic through reasoning, case study, and analogy).		

— = Heavy line separates clusters of standards
B = Beginning
EI = Early Intermediate
I = Intermediate
EA = Early Advanced
A = Advanced

ELD Standards		ELA Standards	
Level	9–12	9–10	11–12
B	Use the writing process to write brief narratives and stories with a few standard grammatical forms.	1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.	1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance the subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.
EI	From a given topic, use the writing process to write sentences and short paragraphs with supporting details. There may be some inconsistent use of standard grammatical forms.	2.1 Write biographical or autobiographical narratives or short stories: relate a sequence of events and communicate the significance of the events to the audience; locate scenes and incidents in specific places; describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings; pace the presentation of actions to accommodate changes in time and mood; make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.	2.1 Write fictional, autobiographical, or biographical narratives: narrate a sequence of events and communicate their significance to the audience; locate scenes and incidents in specific places; describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings; pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes; make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.
I	Use complex sentences to write brief fictional biographies and short stories that include a sequence of events and provide supporting details.		
EA	Write detailed fictional biographies or autobiographies.		
A	Write expository compositions, including analytical essays and research reports, for language arts and other content areas that provide evidence in support of a thesis and related claims.		
B	Organize and record expository information on pictures, lists, charts, and tables for literature and content areas.	1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium.	1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids; and the issuance of a call for action.
EI	Collect information and take notes on a given topic from a variety of sources.		
I	Use basic strategies of note taking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms. (Some rules may not be in evidence.)		
EA	Use strategies of note taking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms.		
A	Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays, using standard grammatical forms.		

— = Heavy line separates clusters of standards
B = Beginning
EI = Early Intermediate
I = Intermediate
EA = Early Advanced
A = Advanced

ELD-ELA Standards Map

Grades 9–12: Writing Strategies & Applications

ELD Standards		ELA Standards	
Level	9–12	9–10	11–12
B	Complete a job application form by providing basic information such as name, address, and education.	2.5 Write business letters: provide clear and purposeful information and address the intended audience appropriately; use appropriate tone, vocabulary, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients; highlight central ideas and images; follow conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.	2.5 Write job applications/resumes: provide clear and purposeful information and address the intended audience appropriately; use varied levels, patterns, and types of language to achieve intended effects and aid comprehension; modify the tone to fit the purpose and audience; follow the conventional style for that type of document and use page formats, fonts, and spacing that contribute to the readability and impact of the document.
EI	Complete simple informational documents related to career development.		
I	Write job applications and resumes that are clear and provide all needed information.		
EA	Write job applications and resumes that are clear and purposeful and address the intended audience appropriately.	2.6 Write technical documents: report information and convey ideas logically and correctly; offer detailed and accurate specifications; include scenarios, definitions, and examples to aid comprehension; anticipate readers' problems, mistakes, and misunderstandings.	
A	Write job applications and resumes that modify tone to fit purpose and audience and follow the conventional format for the type of document.		

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD Standards		ELA Standards	
Level	9–12	9–10	11–12
I	Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.	1.3 Use clear research questions and suitable research methods to elicit and present evidence from primary and secondary sources.	1.7 Use systematic strategies to organize and record information.
EA	Write expository compositions and reports of information that convey information from primary and secondary sources and use some technical terms. Use appropriate tone and voice based on purpose, audience, and subject matter.	1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.	1.6 Develop presentations by using clear research questions and creative and critical research strategies.
A	Clarify and defend positions with relevant evidence, including facts, expert opinions, quotations and/or expressions of commonly accepted beliefs, and logical reasoning.	1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals. 2.4 Write persuasive compositions: structure ideas and arguments in a sustained and logical fashion; use specific rhetorical devices to support assertions; clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning; address readers' concerns, counterclaims, biases, and expectations.	
		1.8 Design and publish documents by using advanced publishing software and graphic programs.	1.8 Integrate databases, graphics, and spreadsheets into word-processed documents. 2.6 Deliver multimedia presentations: combine text, images, and sound and draw information from many sources; select an appropriate medium for each element of the presentation; use the selected media skillfully, editing appropriately and monitoring for quality; test the audience's response and revise the presentation accordingly.

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD-ELA Standards Map

Grades 9–12: Writing Conventions

ELD Standards		ELA Standards	
Level	9–12	9–10	11–12
B EI	Revise writing for proper use of final punctuation, capitals, and correct spelling. Revise writing with teacher assistance to clarify meaning and improve conventions and organization.	1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.
I EA A	Revise writing for appropriate word choice and organization, with variation in grammatical forms and spelling. Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling. Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with approximate standard grammatical forms and spelling.	1.5 Reflect appropriate manuscript requirements, including title page presentations, pagination, spacing and margins, and integration of source and support material	1.3 Reflect appropriate manuscript requirements in writing.
B EI I EA A	Edit own work and correct punctuation. Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling). Edit and correct basic grammatical structures and conventions of writing. Edit writing for grammatical structures and conventions of writing. Edit writing for conventions of writing to approximate standard grammatical forms.		
B EI EA A	Identify basic vocabulary, mechanics, and structures in a piece of writing. Use clauses, phrases, and mechanics with consistent variations in grammatical forms. Create coherent paragraphs through effective transitions. Create coherent paragraphs through effective transitions and parallel constructions.	1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens). 1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis. 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.	1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

— = Heavy line separates clusters of standards
B = Beginning
EI = Early Intermediate
I = Intermediate
EA = Early Advanced
A = Advanced

ELD Standards		ELA Standards	
Level	9–12	9–10	11–12
EI	Distinguish the characteristics of different forms of dramatic literature using simple sentences, pictures, lists, charts, and tables (e.g., comedy and tragedy).	3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).	3.1 Analyze the characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
EA	Identify recognized works of world literature and contrast the major literary forms and techniques.		
EI	Orally identify literary elements of theme, plot, setting, and character using simple sentences.	3.3 Analyze the interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.	3.7 Analyze recognized works of world literature from a variety of authors.
I	Read and use detailed sentences to orally explain the literary elements of theme, plot, setting, and characters.		
EA	Identify the function of dialogue, scene design, and asides in dramatic literature.	3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.	
A	Describe the function of dialogue, scene design, asides, and soliloquies in dramatic literature.		
EI	Orally respond to factual comprehension questions taken from two forms of literature (brief excerpts from a comedy and tragedy) using simple sentences.	3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.	
I	Read and use detailed sentences to orally respond to factual comprehension questions taken from three forms of literature.		
I	Apply knowledge of language to analyze and derive meaning/comprehension from literary texts.		
B	Role-play a character from a familiar piece of literature using phrases or simple sentences.		3.6 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.
EI	Briefly describe what a character is like by what he/she does in a familiar narration, dialogue, or drama, using simple sentences.	3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.	
I	Read and use detailed sentences to orally describe what a character is like by what he/she does in a narration, dialogue, or drama.		
A	Analyze the interaction between characters and subordinate characters in literary texts (e.g., motivations and reactions).		

— = Heavy line separates clusters of standards
B = Beginning
EI = Early Intermediate
I = Intermediate
EA = Early Advanced
A = Advanced

ELD-ELA Standards Map

Grades 9–12: Literary Response & Analysis

ELD Standards		ELA Standards	
Level	9–12	9–10	11–12
EI	Use expanded vocabulary and some descriptive words for oral responses to familiar literature.	3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.	3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
I	Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.		
I	Use detailed sentences to orally compare and contrast a similar theme or topic across three genres.		
EA	Orally and in writing compare and contrast a similar theme or topic across several genres using detailed sentences.		
A	Compare and contrast a similar theme or topic across genres and explain how the genre shapes the theme or topic.		
B	Recite simple poems.	3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.	3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.
I	Use detailed sentences to orally identify at least two ways in which poets use personification, figures of speech, and sounds.		
EA	Identify techniques which have specific rhetorical or aesthetic purposes in literary texts (e.g., irony, tone, mood, "sound" of language).	3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism (aesthetic approach).	3.4 Analyze the way in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
EA	Identify several literary elements and techniques (e.g., figurative language, imagery, and symbolism).		
EA	Read and identify ways in which poets use personification, figures of speech, imagery, and sound.		
A	Explain the significance of several literary elements and techniques (e.g., figurative language, imagery, allegory, and symbolism).		

— = Heavy line separates clusters of standards
B = Beginning
EI = Early Intermediate
I = Intermediate
EA = Early Advanced
A = Advanced

D-ELA Standards Map

Grades 9–12: Literary Response & Analysis

ELD Standards		ELA Standards	
Level	9–12	9–10	11–12
B	Orally identify the beginning, middle, and end of a simple literary text.	3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).	
B	Use pictures, lists, charts, and tables to identify the sequence of events from simple literary texts.		
EI	Read and orally identify the main events of the plot using simple sentences.		
I	Read and use detailed sentences to orally describe the sequence of events in literary texts.		
B	Read and orally identify the speaker or narrator in a simple selection.	3.9 Explain how voice, persona, and the choice of a narrator affect characterization of the tone, plot, and credibility of a text.	
B	Recognize the difference between first and third person using phrases or simple sentences.		
EA	Identify recognized works of American literature and their genre in order to contrast major periods, themes, and trends.	3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period (historical approach).	3.5 Analyze recognized works of American literature representing a variety of genres and traditions. 3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (such as suffrage, women's role in organized labor) (political approach).
A	Relate literary works and authors to major themes and issues of their eras.		
A	Analyze recognized works of American literature and their genre in order to contrast major periods, themes, and trends.		
			3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters (philosophical approach).
		3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.	

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)



NOTICE

REPRODUCTION BASIS



This document is covered by a signed "Reproduction Release (Blanket) form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.



This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").